

LEARNING BEHAVIOUR AND ACADEMIC ATTAINMENT OF XI STANDARD STUDENTS

V. Varsha & P.S. Maheshwari

II B.Ed., Thiagarajar College of Preceptors, Madurai, India

Abstract

The study investigated on classroom behaviour and academic performance. In these study we analyse how far the present student behaviour inside the class and their attitude towards their academic works. How fare there are passion towards their subjects, thinking capacity. From the questionnaire with three point scale, with help of the sampling of 50 boys and 50 girls of government aided schools we came across the things such as obstacles in their academic attainment, impact of their environment in grooming their self both in behavior-wise and academic achievements as results of our study.

Keywords: *attitude, academic achievements, obstacles*

Introduction

Federal law (no child left behind, NCLB act of 2001, 2002) mandates n academic performance for all children as the top priority places emphasis on instruction and performance particularly for those with the lowest levels of performance. Although educators work with diligence to achieve at these high levels for all children, often times other factors compromise that progress. For example, some students have extreme academic difficulty that is not easily overcome. Other students have challenging behavior that interferes with teaching and learning. Both of these problems have severe repercussions for the school and life outcomes of these youth (Battin-pearson et al., 2000; Breslau et al., 2009).

To address these challenges and meet the requirements of nclb, many schools have adopted multi-tiered systems of support for students who have academic difficulties as well as systems for students who have behavioural difficulties (Doolittle; spectrum k12, 2009). These systems are often referred to as a response to intervention (RTI) framework within the academic domain and positive behaviour interventions and support (PBIs) within the behavioural domain (Sugai & Horner, 2009). Although use of such systems is frequent, the systems do not tend to be consciously coupled with one another; yet, research (Maguin & Loeber, 1996; Malecki & Elliot, 2002) shows that students with academic problems may also have behavioural problems and that students with behavioural problems may also have academic problems. The relationship between academic and behaviour problems is a long recognized phenomenon (Alexander, Entwisle, & Horsey, 1997; Hinshaw, 1992). A significant amount of research concerning this relationship comes from the study of students with disabilities such as emotional disturbance (ed) and learning disabilities (ld); In fact, the relationship between achievement and behaviour also affects other students, not just those with disabilities: For example as boys from low-income families

(Moilanen, Shaw, & Maxwell, 2010) or youth with persistent patterns of externalizing behaviour (Vitaro, Brendgen, Larose, & Tremblay, 2005). Hinshaw (1992) suggested four possibilities for the relationship between academic achievement and behaviour including:

1. achievement affects behaviour
2. behavior affects achievement
3. reciprocal relationships exist between academic and behavioral variables
4. Some third variable mutually affects behavior and achievement.

In their meta-analysis, Maguin and Loeber (1996) found that poor academic performance appears to be related to frequency, persistence, and seriousness of delinquent activity. A more recent study (Joffe & Black, 2012) revealed that among a sample of 352 secondary school students, those with low academic performance had significantly greater social, emotional, and behavioral difficulties. A variety of research has also suggested that intervention components on the academic domain may have an effect on the behavior domain (Herrenkohl Et Al, 2001; Maguin & Loeber, 1996).

Statement of the Problem

Attitude refers to predisposition to classify the object and events to react to them with evaluative consistency. How fare attitude boost and affects their performance of the XI standard students in their academic attainment and the interrelation between the behaviour and how learning sculpture one's behaviour of both gender.

Objectives of the Problem

The objectives of the study to know the level of "learning behaviour and academic attainment of the XI standard students "in the following variable area, Father's qualification, Mother's qualification, sex, locality.

Hypothesis of the Study

There is no significant differences in their learning behaviour and the academic attainment of the XI standard students with respect to the variables of area, Father's qualification, Mother's qualification, sex and their locality

Limitations

- The study is limited to only Madurai district.
- The study is limited to 100 students only.
- The study is limited to attitudes inside the class and their way of learning
- The study is limited to their learning behaviour and academic achievements.

Methodology

In view of the objective of the present study, the researcher has adopted the descriptive survey method. The details are as under;

i) Population and Sample Size

This study is the survey type of research and descriptive research design was adopted. The target population of this study comprised of XI standard students with gender based categories. Simple random sampling techniques were employed to select a total of 100 samples. The students selected from government aided schools.

ii) Tools Used

The tools for the study was drafted .The tool was constructed by the investigator with help of the experts. The tools comprises of 20 items, each has to be responses: Strongly Disagree (SD), Agree (A), Strongly Agree (SA).

iii) Statistics Used

For the analysis of the data, the researchers had used simple statistical technique such as mean, standard deviation and t-test.

Results

Major finding of the studies have been discussed here

variables	Sub-variables	Number	Mean	Standard deviation	t-value	Level of significance
Gender	male	50	9.56	1.69	4.51	significance
	female	50	10.94	1.34		
Locality	rural	47	9.83	1.80	2.39	significance
	urban	53	10.62	1.45		
father 's qualification	literate	53	9.39	1.59	6.45	significance
	illiterate	47	11.21	1.51		
mother's qualification	literate	36	8.61	1.22	10.46	significance
	illiterate	64	11.17	1.07		
Mother's occupation	working	36	8.83	1.48	7.66	significance
	home maker	64	11.04	1.17		

Analysis of the Data

The data was stastically analyzed by using the descriptive method with mean, standard deviation and t- test.

Gender

The calculated table t-value of gender is 4.51 is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Hence there is significant difference between male and female. The mean value of female students greater than male students, so female students had more learning behaviour and academic attainment than the male students.

Locality

The calculated table t-value of locality is 2.39 is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Hence there is

significant difference between urban and rural. The mean value of urban greater than rural, so urban students had more learning behaviour and academic attainment than the rural students.

Father's Qualification

The calculated table t-value of father's qualification is 6.45 is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Hence there significant difference between literate and illiterate, the mean value of illiterate greater than literate, So illiterate father's children had more learning behaviour and academic attainment than literate father's children.

Mother's Qualification

The calculated table t-value of mother's qualification is 10.46 is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Hence there is significant difference between literate and illiterate. The mean value of illiterate greater than literate, So illiterate mother's children had more learning behaviour and academic attainment than literate mother's children.

Mother's Occupation

The calculated table t-value of mother's occupation is 7.66 is greater than the table value of 1.96 at 0.05 level of significance. So the null hypothesis is rejected. Hence there is significant difference between working and home maker. The mean value of home maker greater than working, So home maker mother's children had more learning behaviour and academic attainment than working mother's children.

Conclusion

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning. Learning strategies basically encompass the entire spectrum of a learning environment, to include processes, such as media, methods, technologies, and styles. It is the very important tool to found the learner individual difference. Learning strategies is important for every learner since it helps them achieve more in their academics. The investigator could decipher that the good Achievement in academic may go a long way in nurturing creativity and enhancing achievement of students in academics, A good Achievement in Botany plays a vital role in imparting education to students at an optimum level.

References

1. Walter R. Borg and Meredith Damine Gall, Educational Research, 1976, p.59
2. Deobold. B. Van Dalen, Understanding Educational Research An Introduction, 1976, p.215.
3. www.researchgate.net/publication/321741311_School_Adjustment
4. www.ncbi.nlm.nih.gov/pmc/articles/PMC5602565
5. www.ncert.nic.in/Framework_education *COMPLETE BOOK*
6. www.intechopen.com/books/academic-self-efficacy-approach-to-learning